DOCUMENT RESUME

ED 227 756 HE 015 995

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TITLE The University Studies Program: Five-Year Comprehensive Report to the Committee on Academic Affairs and Curriculum.
INSTITUTION Indiana State Univ., Terre Haute. Univ. Studies Program.
PUB DATE Feb 83
NOTE 26p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS College Programs; *General Education; Higher Education; *Interdisciplinary Approach; *Liberal Arts; *Public Policy; *Social Problems; State Universities; Values Clarification
IDENTIFIERS *Indiana State University

ABSTRACT

The University Studies program at Indiana State University, Terre Haute, is described with regard to program objectives, staffing, admissions, advisement, requirements, and enrollment. The program offers an alternative to meeting general education requirements. While it focuses on contemporary issues of value and choice, it is suitable for all majors and emphasizes interdisciplinary, team-teaching methods. The program core courses are concerned with contemporary issues, ways of knowing, and the individual and global society. Upper division seminars include man and technology, books and issues, science and public policy, movies and society, American policy options, and man and the environment. Currently the faculty for the program are on loan from other departments on a part-time basis. All entering freshmen are invited to enter the program, and about 100-200 elect this option. All University Studies students are required to complete 50 hours of general education course work, 36 hours of which must be chosen from the University Studies program, and 14 hours of which may be selected from the college's general education offerings. A brochure on the program course offerings is included. (SW)

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THE UNIVERSITY STUDIES PROGRAM

FIVE-YEAR COMPREHENSIVE REPORT

to the

COMMITTEE ON ACADEMIC AFFAIRS AND CURRICULUM

Submitted by

Dr. E. L. Kleiner
Director,
University Studies Program

February, 1983

"The director of the program shall be responsible for submitting annual reports to the CAAC by March 1 of each year (through 1982), except in 1982-83 when a detailed comprehensive report shall be submitted by February 1."

--CAAC, April 1978

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Introduction: When I accepted responsibility for directorship of the University Studies Program in 1976, I believed my central task was to give firmer shape to an experimental curricular effort begun in 1969 which, however well intended, was floundering at that point in the absence of a clear mission. Accordingly, I wrote an NEH Consultant Grant which brought Dr. Clarence Mondale of George Washington University to our campus for a period of two years to assist our faculty and staff in giving clearer form to the program. By 1978, our plans had given rise to a new, modified design for the program, building on its strengths and reducing its weaknesses. Since that point in time, we have been working on solutions to the many sorts of mechanical problems which are common to offering core curricular programs on campuses such as ours around the country.

The University Studies Program as currently organized has a coherent design and clear mission to perform in the broader context of the goals of Indiana State University. It belongs in the tradition of progressive schools which first emerged in the pre-World War I period and reflects many of the same principles which characterize the educational theories of John Dewey and the continuing efforts of the National Endowment for the Humanities to assist universities

to respond through their educational practices to pressing public needs and social problems. I do not mean to imply that organizing a general education program around "contemporary issues of value and choice" is the only way a good general education program may be designed. However, it is one such way, and our efforts have been to try to make our program the best of this kind we can, given constraints within which we must operate.

The fundamental principle which places our program in the tradition of Dewey and the progressive school movement is the belief that through the general education program, undergraduates should be helped to see and understand their surroundings in ever widening horizons: first, at the personal, community and national levels through the courses "Ways of Knowing" and "Contemporary Issues;" second, at the level of interrelationships between the nation and the emerging global system through the courses "The Individual and Global Society, I, II;" third, at the level of significant forces impacting on all world cultures at the present time -- forces such as new technologies, scientific advances, women's liberation, minority power, the media explosion, and environmental pollution -- through the junior and senior year 300-400 level seminars; and fourth, at the level of ways of conceptualizing the human future through the

400 level course, "Exploring Man's Potential. By means of directed experiences with each of these environments, we believe students will be assisted in growing into confident young people at home in their world. In the process, they will have many reasons to learn the basic skills of language and mathematics in order to be able to pursue these interests. For this reason these skills are not taught in separate courses in the University Studies Program but are taught "across the curriculum" as part of the responsibility of all faculty members. Because the issue-studies method brings together naturally such subjects as history, geography, art, literature, sociology, and sciences, for example, it achieves one of the first objectives of the original University Studies Program, that being to offer general education courses from an interdisciplinary* rather than a disciplinary base. At the upper division level, students are allowed to pursue independent studies based on their special interest, projects which have resulted in long papers or the making of models, art works, journals, or notebooks based on internship experiences. This method achieves a second and third of the early objectives of the University Studies Program, that being to adjust educational practices to the belief that there are many roads to learning, that direct experience can be an effective teacher, and that general education should be a four year rather than a two year enterprise.

*In this report, the term "interdisciplinary" will refer to situations where the contributions of several disciplines are "integrated around an issue, problem, or theme."--Julie T. Klein, in Perspectives (Sp. 1982) p. 28.

With the passage of years, the differences between the University Studies Program and university-wide distributive program have become ever more noticeable. These differences center on qualities which define the nature of a core curriculum as opposed to a distributive curriculum. At the same time, the University Studies Program itself has evolved. We have moved away from the idea of a "student-centered" curriculum (part of the early language associated with the program) in the sense that the interests of students would determine much of what they studied. We have moved in the direction that students should be offered the finest expressions of the past in such a way that they must reflect upon the present and the future and that each student will rise toward that level of excellence according to his own buoyancy. The program also attempts to help each of its members "life adjustment" by stressing careful advisement and close teacher-student and inter-student relationships. We believe in this way, we have helped ISU to retain students it would otherwise have lost and to lift students with seemingly little potential on entering college to the level of distinguished graduates.

Finally, then, we believe we have identified a core of continuity, of integrity of character, and of persisting identity for the University Studies Program on this campus. We believe we are now in a position not only to serve our students with a quality core general education program through the instrumentality of University Studies, but to serve the university as a whole through our

willingness to experiment and to spread the word on successful experiment. Through grant proposals written to support innovative teaching efforts, through attendance of our faculty at the Association for General and Liberal Studies Conferences, through the writing and speech making of our leadership (as, for example, the major article which appeared in the AAC Forum last semester on our program), and through the recruiting of our faculty from all departments involved with general education reform throughout the university, University Studies has seen to it that ideas which seem to have worked in its own confines were spread elsewhere and that closer professional ties were created between Indiana State and other universities around the nation currently involved in general education program development.

For these reasons, we believe the University Studies Program serves the best interests of Indiana State University and should be retained as an ongoing program on this campus. We believe we are now in a position to request stronger support for staffing the program and for advising students into it than we were five years ago. (We seek to staff the program on a more regular basis, not to expand the staff at this point in time.) Were we to be given this sort of modest support, I have no doubt we could offer one of the finest programs of this kind now existing in the nation. Without it, the quality of our program will never attain the sort of excellence

we might be expected to seek but we could continue to exist as a supportive alternative path to a "general education" within the greater university structure.

Programmatic Goals: "Goals" are the long-term aims of the program which are supportive of the mission of the University. Although goals may be so general that it is difficult to measure accurately the degree to which they are accomplished, we feel that, should it be necessary, specific evidences of the program's efforts to further its goals can be provided.

A. To offer an alternative general education program focused on contemporary issues of value and choice to interested ISU undergraduates through courses, films, speakers, off-campus field experiences, laboratories, and seminars which will enable us:

   1. to further the liberal education of our students by bringing to bear several disciplines and epistemological stances on a common set of problems, i.e. nuclear energy, the impact of television on society, the end of affluence, the urban crisis, scarcity, global conflict, racism and prejudice, film violence, environmental deterioration, futures planning, the computer era, etc.

   2. to learn how to design and create roles and institutions that promote student retention and the development of a common community of students, faculty, and townspeople which will address pressing social problems.

3. to learn how to design and offer an interdisciplinary issue-oriented, eight-course core curriculum and thus, to explore possibilities for new, cooperative curricular developments.

4. to learn how faculty from the liberal arts can work together with faculty from the professional schools to develop a core general education curriculum.

B. To engage in activities beyond the ISU campus, in ways that affirm the identity of the University by encouraging the participation of faculty and students in:

1. efforts to raise funds in order to make the program a financial asset to the University. These efforts include attempts to create a distinctive curriculum and to recruit and retain students as well as to help raise funds.

2. efforts to cooperate with similar programs at other colleges and universities, and

3. research, writing, and the exchange of ideas on contemporary issues of value and choice.

Programmatic Objectives: "Objectives" are tangible purposes, the achievement or non-achievement of which can be measured in the short run.

The central objective of the University Studies Program is to help undergraduates to see and understand their surroundings in ever-widening horizons: first, at the personal, community and national levels through the courses "Ways of Knowing" and "Contemporary Issues;" second, at the level of interrelationships between the nation and the

emerging global system through the courses "The Individual and Global Society, I, II;" third, at the level of significant forces impacting on all world cultures at the present time -- forces such as new technologies, scientific advances, women's liberation, minority power, the media explosion, and environmental pollution -- through the junior and senior year 300-400 level seminars; and fourth, at the level of ways of conceptualizing the human future through the 400 level course, "Exploring Man's Potential. By means of directed experiences with each of these environments, we believe students will be assisted in growing into confident young people at home in their world. In the process, they will have many reasons to learn the basic skills of language and mathematics in order to be able to pursue these interests. For this reason, these skills are not taught in separate courses in the University Studies Program but are taught "across the curriculum" as part of the responsibility of all faculty members. Because the issue-studies method brings together naturally such subjects as history, geography, art, literature, sociology, and sciences, for example, it achieves one of the first objectives of the original University Studies Program, that being to offer general education courses from an interdisciplinary rather than a disciplinary base. At the

upper division level, students are allowed to pursue independent studies based on their special interest, projects which have resulted in long papers or the making of models, art works, journals, or notebooks based on internship experiences. This method achieves a second and third of the early objectives of the University Studies Program, that being to adjust educational practices to the belief that there are many roads to learning, that direct experience can be an effective teacher, and that general education should be a four year rather than a two year enterprise.

Director's Status: The director of the program serves as a part-time administrator on loan from a department on a reduced load basis. Duties include teaching one course each semester in the program and responsibility for program coordination and advisement.

Advisory Committees: Key personnel associated with University Studies Program administration are the seven member "All-University Advisory Committee" appointed by the Dean of Arts and Sciences, the "Program Advisory Committee" selected by the program's director, and the "Student Advisory Committee," selected by the director.

The Program Advisory Committee is responsible for overall planning, standards, and program integrity. Personnel on these committees in the past have included:

Advisory Committees

All-University Advisory Committee:

Dr. Robert Howe, Professor of Geology, University of Wisconsin
Dr. Dean Myers, Professor of Political Science, Indiana University
Dr. Terrance Parks, Associate Professor of Economics, University of Illinois
Dr. Francois Muyumba, Assistant Professor of Afro-American Studies, Indiana University
Dr. Larry Heath, Professor of Technology, UCLA
Dr. Robert Williams, Professor of Education, Southern Illinois University
Dr Ralph E. Mason, Professor of Business-&EOA, University of Illinois

Program Advisory Committee

Dr. Uwe Hansen, Physics
Dr. Marshall Parks, Science Teaching Center
Dr. Edward Warner, Humanities
Dr. Thomas Siefert, Social Science Education

Student Advisory Committee

Ms. Gariann Bell, Newsletter Student Editor
Ms. Pam Ingle
Ms. Martha Gibson
Mr. Ken Walker
Mr. Carl Kelsaw
Mr. Craig Johnson

Staffing: At the present time, faculty members are acquired to staff the program on a part-time on-loan basis from university departments. Faculty members teach only those

courses appropriate to their disciplinary training within the greater issues-orientation context. Over the years, a more or less stable set of relationships between the program and a variety of departments has emerged. The following faculty members have taught at least one course in the University Studies Program over the course of the last seven years:

	Name and Department	Number of Sections Taught
1976	Curcio, L.L., Foreign Language	1
	Hansen, U.J., Physics	14
	Johnson, J.T., Polical Science	3
	Headley, T.L., Speech	1
	Ritter, W., Speech	1
	Siefert, T.E., Social Science Education	13
	Engelland, C.W., Social Science Education	11
	Llewellyn, R.A., Physics	1
	Connelly, S.E., English	7
	Dyer, C.R., English	1
	Barnebey, K., English	1
	Parks, M.E., Science Teaching	20
	Etheridge, E.W., English	1
	Davis, S., Speech	1
	Warner, J., Katherine Hamilton	2
	Wolfe, R., English	1
	Kleiner, E.L.	15
	Corrigan, J., Science	8
	Cleveland, J., Geography and Geology	1
	Myers, D., Polical Science	1
	Caplow, H.M., Humanities	1
	Hatch, J.E., English	2
	Jolan, B., English	2
	Smith, D., Computer Science	4
	Loveless, W., English	14

Name and Department	Number of Sections Taught
Grantham, J., Social Science Teaching	12
Drulinger, M., Chemistry	1
Warner, E., Humanities	5
Barton, B.K., Geography and Geology	1
Williams, N., Anthropology	2
Blaney, C., English	5
Berckman, E., Humanities	2
Stabler, J., Polical Science	1
Broadus, J., English	1
Walton, F., Technology	4
Weixlmann, J., English	1
Swez, J., Physics	2
Bartlett, J., Social Science Education	5
Handley, M., English	1
Tausig, C., English	2
Bakerman, J., English	1
Daily, G., History	3
Poorman, L.E., Physics	1
Shimer, S., Science Teaching	2
Giffin, W.W., History	1
1982 Conyers, J., Sociology	1

The average staff member contributes three to five hours of teaching to the program in a given semester. The program requires the services of approximately thirteen faculty members a semester to operate effectively. Of these thirteen, eight are required to teach a five hour course load. On occasion, staff have come from the ranks of the administration and from qualified professionals within the city. We are always seeking new staff. Many faculty have ideas; the problem for us is to secure their release from home departments.

Costs: Programmatic costs may be broken into three types: staffing costs, administrative costs, and operating budget costs.

Costs for staffing the University Studies Program are low given the fact staff come from existing departments or the administration itself or are supported through outside (grant) funding. Approximately thirteen faculty teaching 55 hours a semester are required to operate the program at current enrollment levels.

Administrative costs consist of the program's central office, a director on three-hour load reduction from an academic department, and a senior secretary to cover office operations.

The operating budget for the University Studies Program for the academic year 1980-81 was $2,630.00.

Admission Process: In the summer, invitations to enter the University Studies Program are extended to all entering freshmen. Of this number, approximately 100 to 120 freshmen elect to enter the program on a "first-come-first-served" basis. Up to this point, there has not appeared to be any problem with students over-subscribing to the program. Every attempt has been made to assure entry into the program by a broad range of students in terms of SAT

scores and high school records. The program is explained in detail at NSORP. Each student is given the course number he will take if he enters the program. Ways to articulate the program with various majors are discussed. The student then goes with this information to his major advisor who approves the entire schedule.

If there are openings in the University Studies Program and students from the distributive program wish to be admitted to University Studies course, they are allowed to enter on an individual course basis. Credit for such courses are applied on the basis of the instructor's home department. This procedure is necessary for efficent use of staff, particularly in Summer School, and for service of special student needs.

As a general rule, students with more than a year's work in general education are not allowed to enter the program. Program students transferring to other universities are assisted by the program director in articulating program requirements with the requirements of other institutions.

Advisement Process: The bulk of University Studies Program advisement is done by the program's director in consultation with the student's major advisor. The aim of University

Studies Program advisement is to insure that every student understands the purposes and requirements of the University Studies Program and the various choices open to him in structuring his general education program.

All University Studies students' progress toward completion of fifty hours of study in general education courses properly distributed between categories A-F is monitered from files in the University Studies Program Office (SH 106) on "University Studies Special General Education Program Requirements Advisement Record" forms (see attachments). Students are contacted to come to the office once a semester to update this record. A program newsletter is sent to each student at the end of each semester informing him or her of course choices available in the forthcoming semester together with general program information (see attachments).

Advisement is one of the major contributions of the University Studies Program office. We believe we have assisted students to shape their lives and academic careers in many ways through this work. Quality secretarial support is vital in carrying out this responsibility.

Requirements: All University Studies Program students are required to complete 50 hours of general education course

work properly distributed between categories A-F. Program students are required to complete an eight course sequence for a total of 36 hours: 101 (5 hrs.), 102 (5 hrs.), 201 (5 hrs.), 202 (5 hrs.), two 3 hours 300 level seminars, 401 (5 hrs.) or 403 (5 hrs.) or 409 (2-5 hrs.) The remaining 14 hours of study may be taken outside the University Studies program from among distributive general education division courses. Because so many general education courses are now prescribed by a variety of accrediting agencies in so many different majors, this kind of flexibility is necessary if the program is to be viable. On occasion, the 36 hour minimum must also be handled flexibly. At times, students must compress our four-year eight course sequence into a two-year sequence. We wish these kinds of compromises were not necessary, but given the demands of the agencies and the present flexibility of the distributive program itself, we find they are. Fortunately, for most students we are able to follow our 36 hour, eight course, four-year minimum guidelines without alteration.

Course syllabi for University Studies program courses can be provided for the CAAC membership if the committee would find such material necessary. (See the attached brochure for a general description of the program's course offerings and curricular sequence.)

Instruction in Basic Skills: In order to give coherence and uniformity of approach to the teaching of writing skills across the University Studies Program curriculum, the All-University Advisory Committee selected Dr. Elaine Maimon's Writing in the Arts and Sciences as a text to be required for use in all University Studies Program courses. Dr. Maimon is a pioneer in teaching writing in this manner; her text grew out of practical experiences with a program similar to ours at Beaver College, a program generously funded by NEH. Contents of this text can be fitted to the needs of all University Studies courses as the following outline of the book would suggest:

A. Writing to Learn
B. Writing in the Humanities
C. Writing in the Social Sciences
D. Writing in the Natural Sciences

I am presently seeking the assistance of Dr. Donald Shields (Department of Communication) in preparing a booklet on "Spoken Communication in the Arts and Sciences" which could be employed in University Studies program courses as Dr. Maimon's text has been for instruction in writing. Tentatively, I believe such a text should focus on the following areas:

A. Spoken Communication and Classroom Discussion
B. The Expository Speech (Sciences)
C. The Argumentative Speech (Social Sciences)
D. The Persuasive Speech (Humanities)

Instruction in mathematical skills in University Studies Program courses remains primarily the responsibility of faculty in the sciences: Dr. Douglas Smith (Math, Computer Center), Dr. John Corrigan (Life Sciences), Dr. Uwe Hansen (Physics) and Mr. G. Poorman (Physics).

Instruction in Physical Education in the University Studies Program is placed in the broader contexts of the courses "Ways of Knowing" and "Exploring Man's Potential."

Enrollment: In order to give committee members a feeling of the general scope of enrollments in University Studies Program courses, we have provided the following table of information. More specific information can be made available on request:

Year	Enrollment		Average Assigned Grade
Fall 1976	100:	208	
	200:	134	
	300:	21	
	400:	96	
	Total:	448	2.83
Spring 1977	100:	178	
	200:	83	
	300:	71	
	400:	48	
	Total:	380	2.75
Fall 1977	100:	87	
	200:	94	
	300:	9	
	400:	117	
	Total:	307	2.84

Year	Enrollment		Average Assigned Grade
Spring 1978	100:	85	
	200:	35	
	300:	42	
	400:	58	
	Total:	220	2.89
Fall 1978	100:	122	
	200:	34	
	300:	40	
	400:	11	
	Total:	207	2.97
Spring 1979	100:	87	
	200:	58	
	300:	52	
	400:	12	
	Total:	209	2.93
Fall 1979	100:	102	
	200:	80	
	300:	59	
	400:	30	
	Total:	271	2.76
Spring 1980	100:	87	
	200:	38	
	300:	43	
	400:	62	
	Total:	230	2.94
Fall 1980	100:	110	
	200:	58	
	300:	102	
	400:	24	
	Total:	294	2.77
Spring 1981	100:	119	
	200:	52	
	300:	84	
	400:	34	
	Total:	289	2.84

Year	Enrollment		Average Assigned Grade
Fall 1981	100:	93	
	200:	73	
	300:	106	
	400:	51	
	Total:	323	2.79
Spring 1982	100:	87	
	200:	76	
	300:	89	
	400:	37	
	Total:	289	2.89
Fall 1982	100:	93	
	200:	40	
	300:	116	
	400:	27	
	Total:	276	2.60

Number of students who completed all University Studies Program requirements between 1976-1982: 242

Evaluation: At the present time we have been unable to find a satisfactory quantitative or statistical way of measuring the effectiveness of the University Studies Program. We have explored a number of promising evaluative instruments now under development for measuring the effectiveness of general education programs such as "Academic Competencies in General Education" published by Educational Testing Service but thus far have found such tools expensive, time consuming, impractical, and unsatisfactory. Because no systematic data is kept on distributive program effectiveness, we cannot compare ourselves to that program. Our consultant

from NEH advised us that we would find it almost impossible to "prove our virtue" in this way. Our efforts to find a way to evaluate the program continue, however. At the present time we are using an exit questionnaire mailed out to program graduates to give us some feedback on program effectiveness (see attachments). The general format for this questionnaire comes from a similar instrument used for this purpose by the School of Education. Results from administration of this questionnaire since 1980 are available for the committee's examination in the University Studies Program Office, Stalker Hall 106.

Outreach Efforts: One of the most important areas of work undertaken by University Studies program faculty is to seek to reach out to other institutions developing coherent general education programs and to secure funding for development of our own program. As a consequence of these efforts we have submitted the following grant proposals on the basis of the University Studies program:

National Endowment for the Humanities (program development)	$4,646 (secured)
Association of American Colleges (101 course development)	$1,500 (secured)
Lilly Endowment (Communications development)	$17,800 (finalist unsecured)

Indiana Consortium for International Studies (201-2 course development)	$5,000 (unsecured)
AAC QUILL Grant (102 course development)	$1,500 (pending)

We have sent faculty to the following professional meetings with our funds:

Dr. U. Hansen to Brigham Young University to study the Honors Program

Dr. E. Warner to the Association for General and Liberal Studies Meeting

Dr. M. Parks to AGLS

Dr. E. Kleiner to AGLS

Dr. E. Kleiner to the Bard College Conference "Improving General Education"

The program and its courses have been described in articles appearing in the following publications: The "Forum" for Liberal Education, the Terre Haute papers, the Statesman, the 'Project on General Education Models," and the ISU Alumni "Bulletin." An article on the program is now being reviewed for presentation at the National Conference in the Humanities on "Writing Across the Curriculum."

We have also contacted directors of a variety of programs for the improvement of communications skills as integrated in content-oriented courses at Hampton Institute, East Texas State, California State College, Beaver College, Carleton College, and the University of North Carolina at Charlotte.

Finally, however, it is our students, our graduates who are our lasting "outreach." University Studies Program students in the past have won the Gemmecke Scholarship in Economics, The University Studies Program Outstanding Senior Award (set up in part from a fund loyal alums have donated to the university on behalf of the program), the Aerospace Department Flight Crew of the Year Award, the Pfennig Scholarship, Alpha Lambda Delta Awards, Blue Key, Mortar-board, Phi Sigma Iota Foreign Language Honorary, Phi Upsilon Omicron (Home Ec.), Pi Sigma Alpha (Poly Sci), Sigma Alpha Iota (Music), Theta Alpha Phi (Theatre Arts) and The Monte T. Sorenson Memorial Scholarship among others. When Bill Brown graduates next year, it will probably be as magna cum laude. Other graduates have served as drum major for the band, presidents of residence halls, and, most recently, Homecoming Queen. Our people are active and committed and they are finally our best legacy.